



Cheney School
Minutes of Full Governing Body Meeting
Held on Monday 11 July 2022

Present	Richard Stamper (RS) Karen Fogden (KF) Jess Rogers (JR) Jane Tuck (JT) Andrew Allison (AA) Mo Kamuss (MK) Claire Edwards (CE) Alison Kahn (AK) Oli Fawdry (OFA) Rob Pavey (RPA)
In attendance	Jodie McMinn (JMC) Philippa Bell (PBE) Tom Haines (THN) Louise Marsh (LMA) Charlotte Broom (CBR) Anne Simmonds (AS) Saima Hussain (SHU) Usman Nasir (UNA) Anu Dawson (ADA) Clerk

1.	Declaration of interest None	
2.	Approval of Minutes of meeting on Monday 23rd May. Non confidential minutes approved subject to amendments from KG. No other comments received.	
3.	Policies relating to H&S Next unannounced fire drill just before half term. Move onto field - year groups away from buildings.	
	<i>Action: Governor Hub - files in progress. Add governors files into the GoogleDrive.</i>	AD

4.	<p>Update to non-confidential action points from previous meetings</p> <p>Discrepancies between surplus amounts on Management Budgets : RPA explained that this was as a result of Inflationary Grant (to cover National Insurance and inflationary increases) being received between the two budget periods - this explains the differing amount.</p>	
5.	<p>Item 5a - Management Accounts to April 2022</p> <p>AS explained Management Accounts to May 2009. There may be some differences between the different sets of accounts. Joining RLT midway into the year has complicated budget creation as we were dealing with part year.</p> <p>Lots of capital work is happening and there are continuous discussions with DDA regarding progress, budgets etc.: CIF Bids + other additional work.</p> <p>£64k to start re-decoration of school over the summer holidays which will come out of this year's budget.</p> <p>For future projects, RLT is able to help fund small capital projects, eg painting with DDA to get the rest of the money out of his budget.</p> <p>No current risk to the Budget and reserves are currently at a good level. Costs are being controlled but they need to be re-visited.</p> <p>Concerns going forward are around what's going on in the outside world, e.g. pay rise for Teachers and Support staff, inflation increasing, energy costs increasing.</p> <p>These will all add costs. The risks are mitigated by the cushion of lettings income. GAG income will cover costs. Lettings income allows more freedom.</p> <p>RLT requires ring-fenced working capital. Above that there is a portion of 'free reserves' to spend going forward. This gives us the opportunity to look at capital spending e.g. Laptops for staff.</p> <p>Q: OFA We are currently able to survive on the GAG, will that still be the case if e.g. Teacher's Salary increases, energy costs etc?</p> <p>AS: As long at the number of students remains high,</p>	

	<p>we should be ok. There are also a number of staff not on upper pay ranges so the number of staff that might gain a pay increase for lower paid staff. Government may give an additional grant to cover the increasing costs.</p> <p>Q. AA: What is the risk of lettings decreasing? RPA: Bookings are healthy and we're confident that by keeping our rates lower (eg charging a community rate rather than commercial rate) we are maintaining our income.</p> <p>Q: RS The discrepancy of Educational Supplies and Services.</p> <p>RPA: RLT closed this year's budget at Easter (much earlier than CSAT). So lower order numbers.</p>	
	<p>Tenders DDA is working with main contractors to have a detailed schedule of works.</p> <p>Q. RS: Are there any risks we should be concerned about. All due to complete August 26th - not much margain.</p> <p>RPA Risk of the works not being finished by the start of the school year.</p> <p>Q. RS: Contingency planning?</p> <p>RPA - The biggest problems would be the Wainwright building because of issues with Asbestos. Cladding and windows in Chadwick can be moved to evening work.</p> <p>Schedule of works will start with more critical spaces (e.g. Maths classroom) so that it should minimise disruption if works over run.</p>	
6. SEF and SIP	<p>6b. SEF Realistic but optimistic view of where we think we are now. Mostly an internal audience but also for Ofsted etc.</p> <p>T&L: Intent :Aware that there are some inconsistencies but we know where the failings are but we know where the downfalls are and there is a plan to address it. Impact: Progress 8 will be a good test. Internal data; there is too much of a gap with students with and without SEND and PP.Next set of figures should show if these have stayed static, increased or decreased. Across the country they have increased.</p>	

	<p>Behaviour and Attitudes:</p> <p>Behaviour: Good but recent student and parent surveys internally and by RLT are disappointing, especially regarding bullying and behaviour. <i>Results of RLT survey to be discussed later.</i></p> <p>Attendance: Attendance statistics are not good, but this is a similar picture in the rest of the country. There is a lot of work to do to get it up to 95%, in common with every other school. More resources need to be put into the Attendance Office, including the recruitment of an Attendance Officer.</p> <p>Personal Development: We think this is excellent and has a good impact.</p> <p>Q: (AK): How is attendance being recorded to minimise inaccurate messages/calls to children?</p> <p>RPA: Accurate registers can be a problem. There are errors 4 or 5 times a year - not a regular occurrence.</p>	
	<p>6a. SIP: RPA invited questions:</p> <p>Q UNA: House points given for attendance. What about those who can't get 100% attendance?</p> <p>RPA: We're sticking with that. We should be celebrating those who haven't had a single session off school.</p> <p>CBR: We don't just celebrate 100% attendance..Eg. They are as part of celebration assembly where lots of things are celebrated, as a strand of wider school contributions.</p> <p>Q JR: Why celebrate 100% attendance?</p> <p>RPA: Otherwise we're getting into difficulties with interpretation of attendance. It's not the only thing we celebrate.</p> <p>AA: Is it possible to create rewards for bands of attendance. E.g. Good attendees also get a reward.</p> <p>CE: Covid has complicated this as children who would have got the award just because they came into school. As a parent you are encouraged to keep children at home for 5 days. Are children being penalised for not getting home?</p> <p>_____</p>	

	<p>Q RS: How do you know whether what you're doing is working?</p> <p>LMA: We work with Simon Duffy from RLT and we've agreed that as part of his regular visits, he will look specifically at the 3 T&L strands and prepare Governors report for each of them. He will come back to the same topics repeatedly. Reassess after the first report in Term</p> <p>Q: All the behaviour issues bullet points refer to staff training?</p> <p>RPA: Almost all negative behaviour at school is due to external circumstances. But the tool we have to affect change is our Teaching Staff. The cause isn't the Teachers but the solution is.</p> <p>CBR: We need to embed this into our culture. The training is not an attempt to introduce something new but to build it into our culture.</p> <p>KF: Last year you said 'give us year' and we'll know if it's working.</p> <p>RPA: The data shows that it's working. There is some inaccuracy because of the change of MIS but it showed clearly that truancy, FTEs etc were running at half the rate at beginning of the year. The atmosphere around school is much calmer.</p> <p>Student surveys are telling us that bullying is an issue in school. The results also show that the majority of children have not experienced bullying directly, and that the nature of the bullying is overwhelmingly minor events, both frequent and infrequent.</p> <p>We need to make it more explicit to children who have reported what the follow up has been.</p> <p>Governors commented that communication with parents was important in helping them to understand how bullying is dealt with.</p> <p>RPA: We have changed the SIP in light of the results of the RLT Survey.</p>	
5. RLT Survey	<p>Q: RS: Slightly lower overall scores when with other schools?</p> <p>RPA: Not if compared to Secondary Schools. The number of Student responses are lower for us and there are more negatives for Cheney students than other schools.</p>	

<i>Action:</i>	<i>Share Summary with Governors.</i>	<i>RPA</i>
6. Governors Visit (AK and MK)	<p>MK: SEND department. Really impressed with what he saw which included lessons and a walk around the playground at breaktime.</p> <p>Suggestion for Tennis Court: Convert to AstroTurf to make it multi-purpose. Is there an opportunity for a fundraiser to create AstroTurf? This could be used internally and for lettings.</p> <p>Link to Governor Visit Reports</p>	
7. Governor Link Visits	<p>Q KF: Should SEF say that the Work Experience should happen next year?</p> <p>A. RPA: RLT will be supporting us to help set up work experience. Cheney and Cherwell will do it in November. We will ensure the current Year 10s get some work experience. And by doing it at a different time of Year to other schools we have a better chance of meaningful and useful placements.</p> <p>CE: Sixth Form Visit : Went really well. It was noted that the change in learning style moving into Sixth Form was quite significant.. KH suggested that this is often student or teacher dependent and that the Sixth Form team are aware of this.</p> <p>JT: Rumble Museum: Museum Director Role and a shared Museum/Library Assistant role also starting in September. Aim of creating projects that are visible in the group.</p> <p>JT would like a continued involvement, possible as an advisor.</p> <p>JT : Thank you to Rob and the school for listening to what was requested a couple of years ago.</p> <p>RS: Thanked JT for being such an effective Governor and an advocate for the Rumble Museum.</p>	
<i>Action</i>	<i>New Link Governor for Rumble Museum - AK and JT to arrange a handover.</i>	<i>AK / JT</i>
8. Safeguarding Update	THN talked through the documents. 166 students open to Social Care.	
<i>Action</i>	<i>Need to consult the single central record - JMcMinn</i>	<i>ADA</i>
<i>Action</i>	<i>Update names on website from LBA to THN</i>	<i>ADA</i>

9. Staffing	<p>RPA: Most recruitment completed except we still need an RE teacher, Drama Teacher and a PE teacher. More interviews 12/7/22.</p> <p>Nationally, recruitment is tight and difficult.</p> <p>We have recruited extra cover staff from the RLT preferred agency. The contingency plan if we can't get staff, particularly in Drama, is to reallocate students in KS3 to other classes, e.g Maths Geography etc. This will be communicated to the parents of the classes affected.</p> <p>Will the timetable be visible over the holidays to the students/parents? Check with EGE</p>	
	<p>SLT changes</p> <p>THN replacing LBA Zoe Gothard is replacing SHU in January. HNE will be out until Christmas. CBR Acting Deputy Head.</p> <p>Next term, we will be 2 Assistant Heads short.</p> <p>Unresolved gaps: Trips and Visits, Careers Currently in discussion about making someone an Acting Assistant Head. Possibly EHA or RBO.</p>	
10. Risk Register	<p>RPA: This is not the final product, it's the opening of a conversation.</p> <p>RLT request is that this is reviewed 3 x a year. Timetable for RLT this year specifies the Risk Register has to go to board in November. It needs to be reviewed regularly before going to RLT.</p> <p>Ideally, we should reduce the list to 8-10 risks.</p> <p>KG: Big risk is pupil numbers and being mindful of what we can do to make parents want to send our children here. Make sure we're not losing sight of reputation on the job.</p> <p>RPA: a gently falling roll is manageable. That seems to be the trend in Oxford. A sharply rising or falling roll is the problem and we need to keep track of this.</p> <p>RS:Format should be an event followed by consequence. This helps clarify whether you're taking the right measures to address the impact of any given</p>	

	<p>risk.</p> <p>MK: Proximity of risk may also be a useful thing to add.</p>	
	<p><i>Action : RPA invited further comments via conversations or emails.</i></p>	ALL
11. Update on Governor Training	<p>Smart Log training reminders have been sent to Governors.</p> <p>KF: Virtual RLT Governor Forum. Paul James was talking to Governors from the trust.</p> <ul style="list-style-type: none"> a) Pass back up to RLT that other governing bodies within RLT are representative. b) In some schools, things that have been missed out on. Loss of socialisation. Behaviour spikes in Year 9. House system, getting every child to engage in cultural capital. 	
	<p><i>Action: JMcMinn will follow up on what training Governors actually need to be doing.</i></p>	JMC
13. Governor Recruitment	<p>Under RLT guidelines, the Governing Body needs to be between 9 and 15 members. We are allowed up to 5 parent governors. We currently don't have an LA Governor.</p> <p>Proposal - Recruit an additional parent governor and talk to RLT about how to get an LA governor.</p> <p>JMC: How long since there's been a skills audit? We should start with that to use as a basis for the recruitment.</p>	
<i>Action</i>	<p><i>Jodie M - conduct a skills audit.</i></p>	JMC
<i>Action</i>	<p><i>Louise Askew re LA governor</i></p>	ADA
14. Schedule of Business	<p>RS has drafted a schedule based on the RLT model schedules for the whole Governing body.</p>	
15. Items to Refer to the Trust	<p>Diversity of Governors.</p> <p>Timeline for Budget Setting - will it be clearer next Year.</p>	
AOB		
1. Flexi-Schooling	<p>RPA: There is an element of risk surrounding the flexi-school programme which grew out of need for tutor-assessed grades for homeschooled children during COVID. .</p> <p>This led us to realising that there was a need in the</p>	

	<p>wider community. Therefore we set up a trial aimed at engaging students who have been out of mainstream school. Lots of children attend online, some come into school in person. As well as school refusers, there are a number of families who chose to home-school for other reasons.</p> <p>The risk lies in us doing something that runs counter to some of the advice and direction of travel for the LA and DoFE.</p> <p>The legal view of LA is that Children that are flexi-schooled should be in school in person. Our aim is to get children who can't be in school and it is likely that several won't be able to, for a variety of reasons.</p> <p>Governing body needs to be aware of the risk in doing what we feel is the right thing by the kids.</p> <p>Flexi-school students are on our roll and we get full funding for them. We have to mark them as authorised absence which can pull down our attendance figures and, potentially, progress 8 scores.</p> <p>Governors request a regular status report from RPA to keep up to date.</p> <p>KF: Requests a written report including profiles of target students.</p> <p>CE: Emphasised the support of governing body as endorsement.</p>	
<i>Action</i>	<i>Written report for next meetings and regular reports thereafter.</i>	<i>RPA</i>